

STATE OF NEVADA

“Nevada at 150”

Annual Report of the State of Public Education



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January 2015

This report to the Governor and Legislature fulfills the statutory requirement that the Department provide an overview of the state of public education in Nevada. It summarizes certain activities in 2014 and School Year 2013-14, with an acknowledgement that the state remains in the midst of a major reform effort focused on college and career readiness for all students.

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Introduction

Nevada's sesquicentennial year was one of change for the Nevada Department of Education, but unfortunately not one for many of the students we serve. The Department completed an internal reorganization to improve performance, set new goals and measurable objectives to monitor our own accountability, and launched new initiatives in Early Learning and Underperforming Schools. However, Nevada's graduation rate remained essentially the same as 2013, and student performance in the state-tested subjects of reading, mathematics, and science demonstrated only minor improvements.

One bright spot in the data is 8th grade reading, where students demonstrated a significant gain. It is perhaps fitting that the Department and Governor Sandoval spearheaded an effort to read in 150 schools over the course of the year, in celebration of Nevada's 150th anniversary of statehood. Literacy will remain a focus of the Department in the years ahead.

The Department continued its commitment to college and career readiness with the State Board's adoption of new Academic Content Standards in both Science and World Language, and the continued revision and improvement of Career & Technical Education Standards. The State Board also prescribed new Criterion Referenced Tests in English language arts and mathematics and took the necessary actions to begin replacing the High School Proficiency Exam with new End-of-Course Assessments. The Board also selected the ACT as Nevada's College and Career Readiness Assessment.

The Department also continued the development of the Nevada Educator Performance Framework (NEPF), a statewide system for the evaluation of classroom teachers and school administrators. Although still undergoing a validation study, and expected to be the subject of legislation in 2015, the NEPF should be ready for use in schools in the 2015-16 School Year.

These actions set the stage for 2015 to be a pivotal year. As we leave behind many of our legacy systems at the Department and close the book on our sesquicentennial celebration, we are poised to make 2015 the new "baseline" year for measuring student achievement. In the past we measured basic proficiency against Nevada's own academic standards. Now we will begin to measure college and career readiness against nationally-recognized benchmarks and standards. It is an exciting but challenging transition.

As we bring the Sesquicentennial Year to a close, the Department is looking forward to the many changes and challenges of 2015 and beyond. The new year will provide a "re-set" on old expectations and provide new information about how to meet the goals established for the Department and achieve our vision of ensuring all Nevadans are ready for success.

Annual Reports of Accountability

The Nevada Department of Education prepares and makes available two primary sources of demographic and performance accountability data:

- The **Nevada Report Card**, a compilation of information prepared by the State Board as required by federal and state law, provides a detailed overview of the data from Nevada's public schools. The information is available online at www.nevadareportcard.com and contains customizable reports on topics ranging from cohort graduation rates to personnel status.
- The **Nevada School Performance Framework**, a rating system for most public schools, creates an index score based on several performance indicators. The resulting "star system" ratings have replaced the old federal Adequate Yearly Progress labels, pursuant to a waiver granted by the U.S. Department of Education in 2012. The Framework and star ratings for each school can be accessed at <http://nspf.doe.nv.gov>.

With the ready availability of so much data, it is not necessary to repeat information in this annual report; rather, it is instructive to reflect on certain key points that frame the state of public education in the Silver State as we enter 2015. These key points are discussed in the following section.

Status of K-12 Public Education

As we enter 2015 and prepare for the 78th Legislative Session, Nevada's public education system is faced with a number of challenges that have persisted for years. However, as the Department strives to identify effective and innovative approaches to diminish or eliminate these challenges, it is also faced with a number of opportunities that offer solutions to old problems or new successes.

The Challenges . . .

Nevada's Population Remains Incredibly Diverse Without Similarly Differentiated Funding: Nevada has one of the most diverse student populations in the nation. Within this diverse population, Nevada also has one of the highest percentages of English language learner (ELL) students in public schools. In 2011-12, Nevada was one of eight states with the highest percentages of ELL students in their public schools, with 10 percent or more of public school students being English language learners.¹ Despite this diversity, Nevada's outdated funding system does not provide additional funds to help its ELL student achieve successful academic outcomes.

¹ National Center on Education Statistics, "English Language Learners," *Condition of Education* (2014), <http://nces.ed.gov/programs/coe> Education [/pdf/coe_cgf.pdf](http://nces.ed.gov/programs/coe/pdf/coe_cgf.pdf) (accessed December 30, 2014).

Graduation Rates Remain Low: Although graduation rates are gradually improving in some schools and districts, Nevada's statewide graduation rate remains amongst the lowest in the nation. Despite small gains in some areas, Hispanic, American Indian, and African American students in Nevada continue to graduate at lower rates than other student subgroups.

Achievement Gaps Remain: Despite an overall increase in the performance of Nevada's students over the past five years, a performance gap still exists between ethnic groups. In addition, a significant difference exists between nearly all ethnic groups compared to White students.²

No Progress With Low Performing Schools: The number of one-star schools reported in the Nevada School Performance Framework increased between school years 2012-13 and 2013-14 from 19 to 28.³

We Still Have a Math Problem: Math proficiency rates declined in 2013-14 for Nevada students in grades 3 through 8 (except grade 7, where the rate stayed about the same). Student performance in math continues to generally lag behind student performance in reading, which was essentially unchanged from 2013 to 2014.⁴

Opportunities for Success . . .

Five Star Schools Increased: Ninety-nine Nevada schools received a five-star rating in the 2014 Nevada School Performance Framework report, an increase from 82 schools in 2013.⁵ Amongst these five-star schools, the number of schools designated as Reward Schools more than tripled from 4 to 14. Reward Schools fall into the top five percent in proficiency, growth, or graduation rate (for high schools).

New Focus on Early Childhood: 2014 was the first full year the Department was responsible for early childhood programs, targeted to help many of the approximately 180,000 children in Nevada aged 0-4. All Head Start and "Quality Dollars" are now administered by the Department and Nevada was selected as an award recipient of the U.S. Department of Education and U.S. Department of Health and Human Services Preschool Development Grants program. The first year grant allotment is over \$6.4 million with a potential allotment over the next four years exceeding \$43 million.

² Nevada Department of Education. (2015). "Nevada Ready! Annual Plan to Improve the Achievement of Pupils," pp. 8-9.

³ Nevada Department of Education. (2014). "NDE Releases School Accountability Reports." Retrieved from http://www.doe.nv.gov/News_Media/Press_Releases/2014/NDE_Releases_School_Accountability_Reports/.

⁴ Nevada Department of Education. (2015). "Nevada Ready! Annual Plan to Improve the Achievement of Pupils," p. 6, Figure 3.

⁵ Nevada Department of Education. (2014). NDE Releases School Accountability Reports. Retrieved from http://www.doe.nv.gov/News_Media/Press_Releases/2014/NDE_Releases_School_Accountability_Reports/.

ESEA Waiver Extension: In July 2014, Nevada received a one-year extension of its ESEA Waiver that was granted in 2012. The waiver extension has allowed the Department to improve its monitoring of standards implementation and also provided flexibility for implementation of the Nevada Educator Performance Framework. Future waiver applications in 2015 will improve the Nevada School Performance Framework as well.

Career and Technical Education Works: Nevada's Career and Technical Education (CTE) programs are truly delivering on the "readiness" promise. CTE students have consistently higher graduation rates than the general student population in Nevada. Additionally, there appears to be a trend for CTE students to have slightly higher scores on the High School Proficiency Exam.⁶ As part of an overall Department restructure, the Office of Career, Technical, and Adult Education (OCTAE) has changed its name to the Office of Career Readiness, Adult Learning & Education Options. This new name embraces the readiness concept as it relates to the Department's efforts to prepare students for careers.

Zoom Schools: There are many opportunities associated with the previously stated challenge of student diversity. With increased funding for ELL students, Clark and Washoe County School Districts established 24 "Zoom Schools" to offer a comprehensive system of supports that includes preschool programming, reading skills centers, and summer-school and intercession programming. Schools in rural school districts and state charter schools also have access to funding to provide targeted supports, including assessments, technology, and other options to meet the needs of ELL students. Early results are positive.

Vision and Mission

The focus of the 2014 State Improvement Plan (STIP) was on college and career readiness of all students in the K-12 public education system, as well as the system's own state of readiness for fully realizing the kind of change required by education reform initiatives and the realities of Nevada's student population. Thus, the Department's vision and mission statements continue to reflect not only the goal of college and career readiness for all students, but also the agency's role as a support institution for students and educators alike:

Vision

All Nevadans ready for success in the 21st century.

Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

In support of the focus on readiness, at its January 2014 meeting, the State Board of Education adopted the following definition for college and career readiness that was developed by a College and Career Readiness Task Force:

⁶ Nevada Department of Education. (2015). "Nevada Ready! Annual Plan to Improve the Achievement of Pupils," p. 13.

College and career readiness means the pupil who graduates from high school demonstrates the foundational knowledge, skills, and qualities to succeed, without remediation, in workforce training, certification, and degree programs.

Goals and Benchmarks

For 2014, the Department's work on its goals and benchmarks for improving the academic achievement of pupils was guided by the following four Strategic Priorities:

- Implement standards, programs, and assessments that prepare all students for college and careers.
- Facilitate high-impact instruction and leadership through measurement and support of educator effectiveness and family engagement.
- Evaluate and publicize school, district, and state performance and assign rewards, technical assistance, and interventions.
- Continually improve Departmental leadership and collaboration with all stakeholders.

The chart in Appendix A outlines the goals and benchmarks identified in the 2014 STIP, as required by NRS 385.3593, as well as an analysis of progress made in achieving these goals and benchmarks.

During the last quarter of 2014, the Department redefined its goals with a focus on the development of objectives that provide a clear roadmap to achieve the following goals:

- Goal 1: All students are proficient in reading by the end of 3rd grade.
- Goal 2: All students enter high school with the skills necessary to succeed.
- Goal 3: All students graduate college and career ready.
- Goal 4: Effective educators serving students at all levels.
- Goal 5: Efficient and effective use of public funds to achieve the highest return on educational investment.

These five goals and their associated objectives will form the basis of the Department's 2015 STIP.

Standards and Examinations

Nevada has demonstrated significant leadership in embracing a reform agenda to adopt and implement college and career readiness standards, with an aligned strategy that will transition public schools to next generation assessments. In 2010, the Council to Establish Academic Standards and the State Board of Education adopted the new Academic Content Standards in

English Language Arts (ELA) and mathematics, based on the Common Core State Standards. The full implementation of these standards, for both ELA and mathematics, is scheduled to be completed in this school year. As local districts complete the alignment of their curriculum and increase opportunities for training to deliver instruction in the new standards, the Department will partner with districts and professional development providers to provide technical support and additional services.

The Council to Establish Academic Standards and the State Board of Education has recently recommended adoption of new Academic Content Standards in Science, based on the Next Generation Science Standards, and in World Language. In addition, Nevada has adopted new Career and Technical Education (CTE) standards in the following program areas: Agricultural and Natural Resources, Business and Marketing Education, Family and Consumer Sciences, Health Sciences and Public Safety, Information and Media Technologies, and Skilled and Technical Sciences.

With the new standards comes a comprehensive assessment system that will improve upon traditional assessments so that students' in-depth knowledge can be better measured. Nevada is a governing state with Smarter/UCLA-Crest and will replace Nevada's existing Criterion-Referenced Tests (CRTs) in grades 3-8 with Smarter/UCLA-Crest Assessments. Assessments in science for grades 5 and 8 will also occur. At the same time, Nevada is moving to end-of-course examinations for high school graduation. Nevada will phase out the High School Proficiency Exam (HSPE) with the graduating class of 2016. In addition to this work, CTE has refined its end-of-program technical assessments. Further enhancements to the overall assessment system are the Employability Skills for Career Readiness Assessment used in CTE and the ACT college and career readiness assessment.

A fully aligned program of internationally-benchmarked standards and high-quality assessments will help ensure that Nevada students are receiving an education that is appropriate to the 21st century and will help guarantee their ultimate success in college and/or careers. There will certainly be changes – possibly even declines – in reported performance and proficiency in these first few years of transition, but the Department remains steadfast in the belief that we are establishing a new and more relevant baseline of accountability data and levels of student achievement.

Effective Teachers and Leaders

The Department has renewed its focus on preparation programs to ensure all teachers and administrators have the pedagogical skills and content knowledge necessary to address the diverse needs of students in 21st century schools and classrooms. In partnership with a review team appointed by the State Board of Education, the Office of Educator Development and Support (OEDS) will embark on a review of previously-approved and newly-proposed educator preparation programs to ascertain the degree of rigor, relevance, and quality pursuant to [NAC 391.557](#). Additionally, as a result of legislation passed to expand pathways for those wanting to enter the education profession, OEDS is working with the Commission on Professional Standards to approve alternative route to licensure program providers in accordance with [NAC 391.461](#).

In collaboration with the Teachers and Leaders Council (TLC) and State Board of Education, OEDS plays a vital role in the development and implementation of the Nevada Educator Performance Framework (NEPF). The NEPF is a system designed with the following goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

The overall purpose of Nevada's Educator Performance Framework is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (goals 1, 2, 3, & 4);
- Information on which to base human capital decisions including rewards and consequences (goal 3); and
- Whether educators are:
 - using data to inform decision making (goals 1, 2, & 4);
 - helping students meet achievement targets and performance expectations (goals 1 & 4);
 - effectively engaging families (goals 1 & 2); and
 - collaborating effectively (goals 1, 2, & 3).

Pursuant to [NRS 391.31217](#), results of the 2013-2014 NEPF validation study presented to the Interim Finance Committee showed that Nevada school districts were not prepared "to implement the statewide performance evaluation system for all of its teachers and administrators" for the 2014-2015 school year. Results of the study showed that:

- Most administrators (94%) and teachers (80%) who responded to the online survey (N=1,045; including 97 school-based administrators and 948 teachers) had received training about the NEPF.
- Teachers and administrators felt most familiar with the NEPF's Educational Practice standards and indicators, particularly when they had received NEPF-related professional development training.
- Sixty percent of administrators and 50 percent of teachers who responded to the survey and received NEPF-related training indicated that, based on the training they received, they did not feel ready to implement the NEPF in the 2014-2015 school year.
- Teachers and administrators felt they were not ready to implement because they needed:
 - more training;
 - more resources; and
 - more time to feel fully informed about each activity and process within the NEPF and to feel comfortable with their ability to implement the system with fidelity.

All seventeen districts are participating in a second validation study to continue to look at the extent to which the NEPF system provides a valid, reliable, fair, and defensible measure of educator effectiveness and to determine revisions to the accompanying tools and protocols prescribed by the Department. During the second year of study, teachers and administrators will continue to be evaluated for personnel decisions in accordance with individual policies approved by each district board of trustees, which may or may not include components of the NEPF, but must include student achievement data. NEPF information, including updates on the validation study and training materials, can be found online:

[www.doe.nv.gov/Educator_Development_and_Support/Nevada_Educator_Performance_Framework\(NEPF\)/](http://www.doe.nv.gov/Educator_Development_and_Support/Nevada_Educator_Performance_Framework(NEPF)/).

Family Engagement

Recent research and a national focus emphasize the importance of family engagement practices on student learning and the necessity of capacity building for successful implementation. (U.S. Department of Education, December 2012; Joyce L. Epstein, 2009) The Office of Parental Involvement and Family Engagement has been working to support best practices, develop standards and guidelines for school district family engagement, and collaborates with the Advisory Council on Parental Involvement and Family Engagement to develop school district Advisory Councils on Family Engagement, as well as working with the Nevada System of Higher Education and Regional Professional Development Programs in facilitating the creation of family engagement coursework in teacher education programs as well as professional development opportunities for districts.

Automated System of Accountability Information

The Department has established and maintains an automated system of accountability information, commonly referred to as the State Accountability Information Network (SAIN) or the State Longitudinal Data System (SLDS). On the whole, the system performs well and meets statutory requirements, with two exceptions as noted in last year's report:

- The capacity to identify which teachers are assigned to individual pupils in order to evaluate educator effectiveness; and
- The capacity to access financial accountability information for each public school, including, without limitation, each charter school, for each school district and for this state as a whole.

Neither of these requirements can be met with the current system. In recent years, the Department and its stakeholders have focused on the need for the SLDS to communicate between agencies and share data about the lifelong learning habits and successes of all students – namely, to partner with the Nevada System of Higher Education (NSHE) and the Department of Employment, Training, and Rehabilitation (DETR). The Department obtained a federal grant in

2012 to begin this work and the Legislature provided additional funding in 2013. Work is ongoing.

With much work done to ensure the use of data to thoughtfully inform the state, district, and school-based decisions, it is imperative that the Department, as a steward of these data, ensure appropriate protections are in place to secure the privacy and integrity of these data. The Superintendent directed the Department to update all policies and procedures to ensure continued compliance with federal rules and expand upon those rules as necessary. The Department drafted, received public feedback, and revised an Information Security and Privacy Policy.

Lowest Performing Schools

NDE determines the schools most in need of assistance by reviewing the data that was used to determine their respective designations: Priority, Focus, and 1-Star. Focus schools are designated based upon gaps between groups of students at the school (IEP, LEP, and FRL) and appropriate interventions are identified to meet the instructional needs of the group(s) of students whose performance leads to the school's designation. Priority and 1-Star schools are generally identified because of low achievement issues at the entire school and therefore these schools must implement more comprehensive and intensive interventions.

The chart in Appendix B lists the 78 underperforming schools in the three designated categories, as updated by the Department throughout 2014 and released in January of 2015. In addition to these schools, there are many 2-Star schools receiving support and interventions.

Interventions for 1-Star Schools

The Department works with local school districts to specify which of the following targeted interventions must be applied to their lowest performing 1-Star schools:

- Participation in statewide SAGE school improvement planning process, creating a 1-Star Improvement Plan
- Required engagement of district leaders to support school in uniform school improvement planning and monitoring of implementation through the Department's established eNOTE system (i.e., WestEd Tracker platform)
- Prescribed use of core instructional materials
- Prescribed scheduling
- Collaboration with districts and local educational associations to negotiate collective bargaining agreements and engage national resources for school turnaround
- Required visits to model sites and provision of embedded professional development that aligns with strategies, including coaching and mentoring if determined necessary through data analysis
- Differentiated supports negotiated by the Department and the LEA, with a focus on capacity building of school and LEA educational leaders, including engagement in University of Virginia school turnaround leadership program

- Personnel changes including teaching faculty and/or leadership as recommended by LEA and approved by the Department
- Imposed turnaround principles
- Reopening of schools using different delivery models

Targeted Supports for Focus and Priority Schools

As guided by current learning through the School Improvement Grant (SIG) work, the Department is committed to partnering with districts and external technical assistance experts toward the development of turnaround leaders who possess requisite competencies to engage in rapid whole school reform. These partnerships will include efforts for:

- Building transformative turnaround leadership that includes:
 - ✓ Goal-setting and planning
 - ✓ Resource allocation and management
 - ✓ Engagement with the school community to ensure active involvement in the turnaround process
 - ✓ Recognition of improvement
- Promoting a school-wide, data-focused culture to:
 - ✓ Understand student needs
 - ✓ Devise solutions
 - ✓ Inform decision making
 - ✓ Monitor impact of programs
 - ✓ Modify and make adjustments as needed
 - ✓ Guide continuous improvement
- Improving instructional effectiveness by:
 - ✓ Developing a common core of practice
 - ✓ Promoting reflective practice
 - ✓ Promoting research-based instructional strategies
 - ✓ Differentiating instruction and targeting students who need extra support
- Improving school climate and culture:
 - ✓ Address high absences and tardiness
 - ✓ Promote behavior management programs
 - ✓ Increase parent and community engagement

Prospectively, the Department's work with underperforming schools has and will continue to evolve. This focus began in March 2014 with a diagnostic review of our work with underperforming schools by MassInsight (State Development Network), a national leader working with states and districts to turnaround the most underperforming schools. Additionally, the Department's collaboration with the West Comprehensive Center at WestEd and our continued work with the University of Virginia, Darden School of Business have clarified our theory of action as an SEA to build the differentiated systems of support and accountability

necessary to drive change in the schools. The Department will begin to implement the revised work related to underperforming schools in school year 2015-16.

Innovative Educational Programs

State law requires this report to contain a summary of innovative programs targeting the improvement of our diverse student population. Because the Zoom School initiative has received so much public attention, and because it provides a foundation for future revisions to the way Nevada finances public education, the Department has chosen to profile state and local efforts with English language learners. This information is excerpted from reports compiled for the Nevada Legislature, as required by Senate Bill 504 of the 2013 Session.

Begun in the fall of 2013, the four Zoom programs created by SB 504 provide Pre-Kindergarten and early elementary English language learners in Nevada counties with school readiness skills and English language and content support, empowering them to become fluent in English faster and to meet math and English language arts content standards sooner.

Pre-Kindergarten Program: Pre-K students gain important school readiness skills through high quality programming that incorporates curricula based on the Nevada Pre-K Content Standards. The Pre-K classrooms have learning centers that promote pre-reading and writing skills, math, movement, language, literacy, science, art, music, self-help centers, and socialization. This type of environment and curriculum provides Pre-K students with the skills to be successful in kindergarten.

Participation: 74 classes, 1,265 students

Performance: Nearly every Clark County Zoom Pre-K English learner met or exceeded language and literacy standards for entering Kindergarten.

Full Day Kindergarten Program: uses developmentally appropriate practices based on the Nevada Academic Content Standards aligned with WIDA English proficiency standards. The program enables kindergarten teacher to improve instruction through directed small and whole group activities, one-on-one intervention, and center based explorations. Daily curriculum integrates academic instruction with the creative arts, social, emotional, and physical development in order to support learning for the whole child.

Participation: 140 classes, 2,715 students

Performance: As first graders, ELL students in Clark and Washoe Counties who participated in Zoom kindergarten outperformed all students who were in non-Zoom kindergartens.

Paraprofessional Support: paraprofessionals provide daily small group instruction to struggling English learners in grades K-6. Instruction is tailored to the reading skills each child must master to understand challenging, complex texts, with a focus on guided reading, vocabulary, and word work activities to improve comprehension.

Participation: 22 schools, 3,911 students

Performance: ELL kindergarten students in Washoe County with Reading Centers had greater increases in reading at grade level than similar students in non-Zoom schools and all district students.

Summer Academy: Often student achievement levels slide backwards during the summer break. The Summer Academy supported Zoom school students to maintain or increase their language skills and math content knowledge. Additional days of new instruction were added in the summer for English learners in grades K-5, special education, meals, and transportation services were provided.

Participation: 24 schools, 9,249 students

Performance: In math and reading, struggling Clark County ELL students who attended the entire Summer Academy increased or maintained their spring achievement level into the fall of the new school year.

Corrective Actions

Nevada Revised Statutes 385.17, section 6, empowers the Superintendent of Public Instruction to request a plan of corrective action from the board of trustees of a school district or the governing body of a charter school if the Superintendent determines non-compliance with a requirement of education law. In 2014, Superintendent Erquiaga required two such corrective plans to the following districts:

1. Clark County School District, for issues related to student improvement at Kelly Elementary School. The district has submitted evidence of a plan.
2. Douglas County School District, for overage in kindergarten class-size reduction. The district has submitted a plan.

Conclusion: A Look Ahead

The data and narrative reports compiled for this document provide only a glimpse at the breadth and scope of PreK-12 public education in Nevada. The Department presents this information in the hope of establishing a historical record of the state of education in Nevada's Sesquicentennial Year.

A bold agenda for continual improvement, investment, and modernization has been laid out for the 2015 Legislative Session. This will provide a new baseline of student achievement data and should move educator effectiveness and fiscal responsibility forward as well. The Department is committed to the success of every Nevada student and thanks its many partners in this work. Together, we can make Nevada Ready!

Respectfully submitted,

THE NEVADA DEPARTMENT OF EDUCATION

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Appendix A

2014 GOALS, BENCHMARKS, AND PROGRESS MADE

Goals	Benchmarks (2012-13 status based on available data)			Progress Made (2013-14)		
Improve proficiency results in core academic subjects.		<u>%</u>	<u>% Above</u>		<u>%</u>	<u>% Above</u>
		<u>Proficient</u>	<u>AMO</u>		<u>Proficient</u>	<u>AMO</u>
	Grade 4 Reading	70.6%	3.2%	Grade 4 Reading	68.5%	1.0%
	Grade 4 Math	73.5%	1.9%	Grade 4 Math	70.2%	1.7%
	Grade 8 Reading	50.0%	-9.9%	Grade 8 Reading	52.6%	-7.6%
	Grade 8 Math	38.8%	-10.2%	Grade 8 Math	36.7%	-11.5%
	Grade 8 Science	53.7%	-6.2%	Grade 8 Science	57.2%	-3.0%
	Grade 11 Reading	79.8%	-1.7%	Grade 11 Reading	82.2%	-1.3%
	Grade 11 Math	75.9%	-2.1%	Grade 11 Math	77.5%	-1.7%
	Grade 11 Science	76.4%	-5.1%	Grade 11 Science	77.5%	-6.0%
Increase number of pupils enrolled in public middle schools and junior high schools, including charter schools, who enter public high schools with the skills necessary to succeed in high school.	No uniform measure exists.			No uniform measure exists.		
Improve the cohort graduation rate.	63.08 % (2012)			70% (2014)		

Improve the performance of pupils on standardized college entrance examinations.	<p>ACT: Nevada's Graduating Class of 2013 earned an average composite score of 21.3.</p> <p>SAT: Nevada's Graduating Class of 2013 earned an average Critical Reading score of 492, average Mathematics score of 494, and an average Writing score of 468.</p>	<p>ACT: Nevada's Graduating Class of 2014 earned an average composite score of 21.2.</p> <p>SAT: Nevada's Graduating Class of 2014 earned an average Critical Reading score of 495, average Mathematics score of 494, and an average Writing score of 469.</p>
Increase the percentage of pupils enrolled in high schools that enter postsecondary educational institutions.	63.2 % (2011)	61.1% (2012)
Increase the percentage of pupils who are college and career ready as measured on 11 th grade assessment.	No measure exists.	No measure exists
Increase the percentage of pupils who are college and career ready as measured by a decrease in the college remediation rate.	31.6 percent of all recent Nevada high school graduates who attended an NSHE institution were enrolled in at least one remedial course (2012).	55.6 percent of all recent Nevada high school graduates who attended an NSHE institution were placed in at least one remedial course (2013).
Re-engage disengaged youth who have dropped out of high school or who are at risk of dropping out of high school, including a mechanism for tracking and maintaining communication with those youth who have dropped out of school or who are at risk of doing so.	No uniform measure exists.	No uniform measure exists.

Appendix B

Underperforming Schools List – January 2015

Priority Schools

A Priority School is among the lowest 5% of Title I-served schools based on performance. Priority Schools have room for substantial improvement in whole school proficiency and growth. Intensive district and community assistance will provide this school with support necessary for improvement.

District	School Name
Carson	Pioneer HS
Clark	Innovations ES
Clark	One Hundred Academy ES
Clark	Fitzgerald ES
Clark	Lowman ES
Clark	Kelly ES
Clark	Petersen ES
Clark	West Prep Secondary (MS)
Clark	Monaco MS
Clark	Bailey MS
Clark	Innovations HS
Clark	Valley HS
Clark	Eldorado HS
Clark	Mojave HS
Clark	Del Sol HS
Clark	Desert Pines HS
Clark	Odyssey HS
Clark	Delta Charter HS
State Charter	Nevada Virtual Academy HS
State Charter	Nevada Connections Academy HS
Washoe	Desert Heights ES
Washoe	Hug HS
Washoe	Washoe Innovations Academy HS
<i>(Schools listed above identified based on 2013-2014 school data)</i>	
Nye	*Amargosa Valley ES
Clark	*Canyon Springs HS
Clark	*Chaparral HS
Clark	*Western HS

****Denotes Priority schools carried forward from previous designation (Priority schools are identified every three years). These schools have not met the current criteria to exit Priority status and this list may be revised if new Priority school exit criteria are approved.***

Focus Schools

A Focus School is among the lowest 10% of Title I-served schools based on their achievement gaps. Focus Schools have room for substantial improvement in the area of student achievement with specific sub-group populations, such as, students with disabilities, English Language Learners, and/or low-income students.

District	School Name	District	School Name
Clark	Lunt ES	Churchill	*Numa ES
Clark	Treem ES	Clark	*Craig ES
Clark	Thorpe ES	Clark	*Diaz ES
Clark	Cortez ES	Clark	*Paradise ES
Clark	Carl ES	Clark	*Reed ES
Clark	Dearing ES	Clark	*Roundy ES
Clark	Priest ES	Clark	*Squires ES
Clark	Galloway ES	Clark	*Williams Tom ES
Clark	Moore ES	Elko	*Owyhee MS
Clark	Smith MS	Humboldt	*McDermitt ES
Clark	Gibson MS	Lincoln	*Caliente ES
Clark	Robison MS	Pershing	*Lovelock ES
Clark	Swainston MS	Pershing	*Pershing MS
Clark	Jerome Mack MS	Washoe	*Corbett ES
Clark	Innovations MS	Washoe	*Mitchell R. ES
Elko	Owyhee ES	White Pine	*McGill ES
Nye	Hafen ES		
Nye	Floyd ES		
Washoe	Vaughn MS		
White Pine	White Pine MS		
State Charter	Nevada Virtual Academy ES		

(Based on 2013-2014 School Data)

****Denotes Focus schools identified based on 2010-2011 data (Focus schools are identified every three years). These schools have not met the current criteria to exit Focus status, and this list may be revised if new Focus school exit criteria are approved.***

One Star Schools

A 1-Star School is a school that earned fewer than 32 index points from all the measures in the Nevada School Performance Framework. This means that the school has room for substantial improvement in multiple areas. The required engagement of district leadership will support the school in improvement planning and implementation of specified and effective practices.

District	School
Clark	Cambeiro ES
Clark	Delta Charter MS
Clark	Burk Horizon SW HS
Clark	Global Community HS
Clark	Academy of Independent Study HS
Clark	Desert Rose HS
Nye	Round Mountain ES
Nye	Gabbs ES
Nye	Pathways HS
Washoe	I Can Do Anything HS
Washoe	Rainshadow HS
State Charter	Silver State MS
Clark	Reid ES
White Pine	Steptoe Valley HS

(Based on 2013-2014 School Data)